

## ADVERTISING MANAGER DESPERATELY NEEDED

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THE GEORGE BROWN COLLEGE OF APPLIED ARTS & TECHNOLOGY

**THINGS AREN'T  
REALLY AS BAD  
AS THEY SEEM,  
THEY'RE WORSE**

# EXPANSION AT G.B.C.

February 1971 will be the start of a \$7 million dollar expansion for the Casa Loma Campus. The consultants are all experienced in the study of educational facilities.

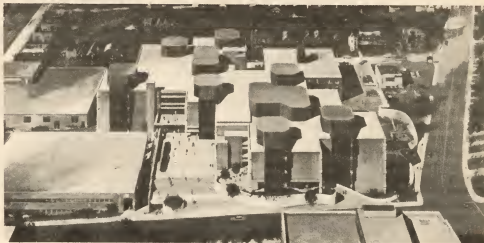
Upon completion of phase 1, George Brown College will have been experimenting for over four years in improved teaching techniques. The Phase 1 Buildings will be the largest buildings ever erected in Canada using precast concrete for columns, beams and floor systems. Phase 1 Building will be five stories high. Access to the first 3 floors will be from

ground level. All piping and duct work will be fully exposed but painted in various colours. The reason being to allow persons connected with the building trades course to see how such work is actually done. Also by allowing the various pipes to be exposed reduces the cost of construction.

The projected student population is expected to be 2,900 of which 2,000 will be relocated from the downtown campus. Mr. C. Lloyd the college president stated, "By 1985 we anticipate 14,000 full time day students."

Barry Lowes chairman of the Board of Governors said the building will be kept 5 stories so as not to block the view of Casa Loma. It has been college policy to stay away from the large type campus with all peoples in one area. This allows us to boast "The City is Our Campus." President Lloyd stated, "The people are sent to a campus close to the area in which they will be employed upon completion of their course."

If Spadina becomes a reality Kendal Avenue will surely become a pedestrian mall.



CASA LOMA CAMPUS SEPTEMBER 1972

## SCHOOL "UNITED NATIONS"

A "Model United Nations Assembly" is to be held on February 5, 6, and 7 at Brook University in St. Catharines.

A "Model U.N." according to Gary Stoneman the "M.U.N." representative for the college, is "essentially a conference held under organization and procedures like those of the U.N. in New York and in which the delegates represent the policies and attitudes of the country they have been assigned."

In the case of this conference, "The Brook University Invitational Model United Nations" - or "B.U.I.M.U.N.", invitations have been sent to approximately 190 schools. These include all

the universities and colleges in Canada and the United States and all the high schools in Ontario.

The organizers were not able to supply an estimate of the actual number of schools that will be attending as the replies are still being processed. As Gary said however, "from 1900 invitations it should not be too difficult to achieve positive replies over the 125 or so needed to comprise the General Assembly."

The "B.U.I.M.U.N." itself will be divided into 3 committees and the Security Council, so each can debate a particular topic after which the committees will report to the General Assembly (all of the delegates) for debate and

voting on those resolutions that have been passed from the committees.

The committee topics for the assembly will be "Foreign Intervention in Southeast Asia" (Viet Nam), "Chemical and Biological Warfare", and "Human Rights in South Africa" (apartheid). The Security Council topic will be "The Middle East". Registration fees are \$21 for a General Assembly or General Assembly and Security Council delegation and \$15 for an observer delegation.

Accommodation for the week-end can be arranged for \$4 for dormitory, \$6 for twin, \$5 for double and \$9 for single.

Attendance at a conference of this type can be of great benefit as well as being enjoyable.

To again quote Gary (who has participated in "about ten" of these M.U.N.s and will be serving as a committee chairman for this one):

"1. A great deal is learned of the topic from the research for and the content of the debates. The participant is thereby able to learn the little-known details and background of the various topics that are of great importance.

2. At the same time much is learned of the points of view of the other countries and it is therefore possible to become well acquainted with the other sides of the arguments presented in a manner that is relatively free of the biased points of view so often presented in our media." Contd. on page 7

Centennial, Humber, George Brown, October 30, 1970

George Brown S.A.C. together with Centennial, Humber, Seneca, sponsored a dance and halloween festivities at Seneca College. The projected cost of this hop to be G.B.C. Social Event was \$300.00 for George Brown, a quarter of the \$1,200.00 projected total cost. This proposal went before the board on two occasions and was felt to be a smashing idea.

Posters were distributed throughout the campuses and the students were further made aware of the date and place of the Great Pumpkin Watch in their newspaper, the Globe. I bet you expect to read on and find that someone is calling you students pathetic eh? Well as anyone who knew what they were doing would know, very few students from George Brown College were there. Several people made a count which didn't reach twenty.

George Brown College school bus was acquired to transport students to Seneca College which is at Woodbine and Finch Avenues. The number of people picked up by our bus was four, FOUR people. This is hard to believe, but true.

S.A.C. members attending were: Bert Willcocks, Executive President; Bill Eakins, Vice-President of Teraulay Campus; Jim Durno, Executive Second Vice-President; Rick Wilson, President of Casa Loma Campus; all two of the Globe staff were there also, namely: Bruce Dennis, Assistant Editor and Gary Archibald, Globe Editor.

Several members of the S.A.C. board who hot and

heavily promoted this fiasco did not even bother to attend.

When the Pumpkin Watch was discussed and voted upon by the George Brown College S.A.C. no consideration was given to the fact that a large number of George Brown College students are married and are parents, parents who on Halloween night would want to be with their families at home, or taking their children around collecting goodies or at home waiting for their kiddies to bring their goodies home so that they could check these articles for razor blades, crushed glass, dope, etc., especially since the upsurge of these Contd. on page 5

## PUMPKIN WATCH

## HOT LINE

Well chappies it's been a long time since the last issue of your beloved paper was printed. Funny things have been happening in the last few weeks. Nobody is willing to say too much about anything anymore. But never fear, we the GLOBE are here. Johnny on the Spot to give you thoughts and little pieces of info.

The S.A.C.'s accountant has finally completed the audit we have long awaited since last May 15. He did a real good job for the \$2100, he was paid. (Yes sir, he really did a job on us.)

I had a bad nightmare last night. I dreamed the administration placed clocks in every room in Teraulay Campus.

Contd. on page 3

## "FELLOW STUDENTS"

Speaking for myself only I feel it is time that a member of the Student Council addressed the students of this college in the best way possible. It seems to me that students think so much of George Brown College that they will not take the five minutes away from their coffee to attend a General Assembly, so I have taken the liberty of publishing this article in the Globe.

A rotten apple when found in a barrel by any normal person, is taken out and thrown away. Then the remainder of the barrel is still there to be eaten. The same thing works with people. The same thing applies to your Student Council. Earlier in the year rotten apples were found in this organization and they have been discarded. We of your Student Council have

been doing our best to right the wrongs caused. But we have found that there are a lot of small-minded people attending George Brown. Not only do they blame the previous council, they blame us. A Student Council can be a great thing if it is founded on solid roots. You, THE STUDENTS, make these roots. If this present Council doesn't accomplish as much as you would like or if it doesn't accomplish what you want, blame YOURSELVES.

We need help to help you. Give a little and we'll give a lot. Help us, they blame us. A Student Council can be a great thing if it is founded on solid roots. You, THE STUDENTS, make these roots. If this present Council doesn't accomplish as much as you would like or if it doesn't accomplish what you want, blame YOURSELVES.

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## INSTRUCTOR'S QUIZ

1. Are the rumours about your supernation justified?
2. Are you required to teach in excess of the prescribed "SAFE" hours per week?
3. Are you being required to teach subjects or grades of which you are not familiar?
4. Are you being provided with sufficient materials, tools etc., to properly teach and keep your class fully occupied?
5. Are you being frustrated over the administration's lack of action on your legitimate needs?
6. Are you hesitating to raise real problems with the administration for fear of being labeled an agitator?
7. Are your wages and benefits up to par?
8. Are you being hamstrung because of arbitrary manpower decisions?
9. Would you like to have more say in the running of the College?
10. Do you students have to double or triple up because of shortage of books?
11. Should you demand a vote be taken immediately between the "Teachers Federation" and "Civil Servants"? And once decided give your full support and start moving ahead. See answers on page 5.

# EDITORIAL

## MEMBERS OF THE BOARD

In the past few weeks I have been causing a lot of trouble or at least this is what they would have me believe. I have not and will not attack anyone or anything using personalities as weapons. If several of the whiners who seem to be feeling rather uncomfortable right now had done their jobs in the past and worked for the students, maybe they wouldn't be so worried.

It seems that the S.A.C. in the past and present has been a close knit, self centered, little group with no room for outsiders. S.A.C., I feel, could be a very useful instrument in the hands of conscientious people. S.A.C. is trying to work as a corporation at present while in their ranks there is very little thinking done and less active work for the betterment of school conditions.

For an example of gross incompetence and misleading conception I would bring your attention to the sign in front of the main office, at Teraulay Street Campus, which states that nominations are open for President, Vice-President, Secretary, Treasurer and Member at Large. Two of these positions are presently filled, namely Treasurer (Bey Fehrman) and Secretary (Cathy Bull). Rick Hartley, Pres. of Teraulay, resigned officially on Nov. 26, 1970; Ron Gills, previous Member at Large left his position and school in late October; Bill Eakins, Vice President of Teraulay is resigning or has resigned if he ever makes up his mind. Because he is leaving and others have left, Mr. Eakins feels that the Treasurer and Secretary should resign also, but maybe they don't want to. He is showing his total unconcern for others, this time by posting signs to the effect that the positions of Secretary and Treasurer are open when they are not.

I brought this to his attention on the night of Tuesday, Nov. 24, 1970. I asked him why he wanted these two people to resign, he stated, "I feel that there should be a general election, not just a by-election." When I asked him what right he has to urge the Secretary and Treasurer of Teraulay to resign he insisted, "It's better for the students this way." I asked of him "Why should they resign, just because you quit?" He replied, "I didn't quit, I'm running for President of Teraulay." When I asked him how long the signs had been posted as to nominations being open till the 25th of November, I was told, "... since last Friday." I fail to see the hurry for nominations being closed as I feel this paper could bring a lot more people out as candidates, but I am aware that the S.A.C. as a whole feels that this is none of OUR business.

It makes me feel very empty to see this college government misused at every turn of the road, but it is more depressing when you realize why this is happening because students of this college have no loyalty to their educating parent just so long as they receive their DOLLARS every two weeks. Well I say anyone this disinterested shouldn't even have a chance at all the opportunities offered here.

The lack of support of the S.A.C. and the apathetic attitude towards George Brown as a whole, has made it possible for Manpower or Administration or both to make arbitrary decisions regarding the dismissal of students, the changing and ending of courses which students here have been promised, not to mention the complete abolishment of sports with no changes imminent in the future.

Many people in this college are trying to do things for you, but are met with "boos" or people saying "S.A.C. is no good, they're a bunch of bums", well maybe they are but the S.A.C. as an organization works or would work if you people with the big mouths would open them at the right times instead of sitting on your ass and having nothing to say when people like me ask you to stand up and be counted.

If you would become involved in student affairs you would find that much can be done for students like yourselves. The work is very interesting and rewarding and I feel, a greater education than will ever be gained while sitting in a class room being handed "canned knowledge."

Surely you people out there are interested in something more than yourselves and your lives. People and organizations desperately needing your help are S.A.C., The Globe, Theatre, Arts Workshop, 7 EE's Film Club. Opportunities like this aren't usually so readily available at other colleges and I feel that they won't be available to you if you don't soon make use of them.

As a point of interest, this "rag", as many of you call it just may not be here to be scoffed at in the near future, as the flow of funds to S.A.C. and the Globe has in effect been discontinued. When you people finally realize that without the S.A.C. and this newspaper you are helpless and subject to any and all injustices heaped upon you by the

It has come to my attention that the Executive Secretary of SAC has again approached members of the Board asking them to get rid of me as typist-Receptionist. Her reasoning this time was that I did not do any work, I believe that anyone connected with SAC knows that this is an untrue statement. I am available from 7:30 a.m. through until 5:00 p.m. from Monday to Thursday. On Fridays I do leave at between 2:30 and 3:00 p.m.

Included in my duties I have the job of looking after the housing for out of town students, answering incoming calls, typing, for the office and for the students who are trying to organize different activities and interests for the students of George Brown College, and various other duties.

Earlier in the year, before becoming Executive Secretary, this person made remarks in a paper called "In Exile". At that time when I approached her about it I asked her why it bothered her that I signed papers and letters as Secretary, SAC and I asked her if she wanted the job of Secretary at which she said, "No definitely not", but see for yourself how was put in by acclamation.

If you the Board feel that I do not earn my wages I would like you to make a decision for once and for all

College or its affiliated powers; if you still be in time to do something for yourselves, but if you don't act fast it will be too late. How can you live with yourselves as you laid opportunities such as I have mentioned die from lack of support. Anyone responsible for the death of such activities in school or in our less than independent country ought to be shot and pissed on.

and clear this matter up completely. I feel that it is unfair for this person to be allowed to continue to make these false statements and then trying to deny them.

Maybe she is not satisfied with being just the Executive Secretary and also wants this job. If she really feels that I am incompetent why not approach the Board as a whole and in the open instead of behind my back, one at a time.

I enjoy working for SAC and would like to continue on as typist-receptionist for as long as possible, but if you do decide that I am not needed I have no recourse but to comply with your wishes.

No matter what you decide I have been very happy during my connection with the Student Administrative Council and I have enjoyed this job more than any other position that I have held.

Sincerely yours,  
Barbara Anderson Coughlin

Editors Note: When this letter was read to the S.A.C. board at the meeting of November 17, 1970, after a discussion for several minutes a vote of confidence to keep Barb in office was taken and all present voted in favour of Barb with three abstaining.



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Toronto 2, Ontario

### GLOBE STAFF

Editor  
Asst. Editor  
Typists

Gary Archibald  
Bruce Dennis  
Bey Behrman  
Cladia Alexander

## George Brown Student Body

### & Editor's Note

At the S.A.C. meeting November 18, 1970, a letter was written and submitted to the board members, from Barbara Coughlin, receptionist-typist.

The contents of the letter stated that she had approached the Board Members asking them to support an alleged request by me to have Barb's job discontinued. The president of S.A.C. stated that the persons' carrying this rumour to Barb were in attendance at the meeting.

When I asked these members to identify themselves they failed to give the courage to come forth. Rumour is insidious and damaging. I have said, or conveyed in any way such an opinion regarding Barb. I did question the advisability of paying \$13.00 daily to a

substitute receptionist during Barb's vacation.

Yours truly,  
Anne Withers

Editors Note: I was present when Anne Withers stated, "S.A.C. has never had a typist for four years and I don't see the need for one now." Two other people were present when this was stated but one of them hasn't got the guts to stand up to Anne Withers.

One of the Society S.A.C. members representing Casa Loma Campus allegedly stated that Anne Withers approached him over dinner at her house to make a motion, to the board to get rid of S.A.C. girl Friday, namely Barb Coughlin. Unfortunately he has not been available for official comment.

## TO A LOST CAUSE



## YES, WE GRIEVE . . . FOR CANADA LOST

Two years ago a 100% Canadian Publishing Company went to the Ontario Development Corporation for a grant, a forgivable loan, or a straight loan and even offering so many shares in the Company, that they could publish upwards of 64 books, educational, trade, hard cover etc. etc. The answer was "There's no Market"... yet, in the past few months, our neighbours to the south showed us only too well how big a market we have, and have had, for them, but why mention it? . . . It is just one more industry to hit the dust while the powers that be can't do it an "it" without first running to New York to ask if they can't!

A couple of weeks ago

with the sale of Ryerson's publishing, an Emergency Meeting of Publishers was set up with a view to doing something about stopping the sale, if that were possible, but with all the facts no concrete word has come from Mr. Roberts as yet; nor did very many people know that this self same 100% Canadian Company was the very act of dealing with Ryerson's as late as the day before the sale was announced... and who saw the millions of dollars potential right under our Board of Education's proverbial nose... and that for the last twenty years has accepted so blindly, the premise, that Canadians are nothing short of stunted, goats, and not capable of producing their own school

texts; their own entertainment, paperbacks on volume etc. etc.

To make matters worse, Manitoba's Trade & Commerce Dept., that offered thousands of dollars in the form of a subsidy for any company to move West was sent a telegram and complete data re the volume of Canadian educational and trade material available... with the wording on record... "Have educational... Have scripts will travel" and still no answer from them...

We can only sympathize with the Workers of Ryerson and Gage. One Canadian publisher tried to save their jobs... so let's bury a n o t h e r I N D U S T R Y . . . THE ONLY THING WE ARE

GOOD AT!... or else do as we always have done, taken a token allotment of any and all the industries so that we'll at least stay alive to supply them with more and more millions to buy more of Canada...

If we could just get one person to run for Parliament on the Federal Level that said, "Poppycock" to, "We'd fall out on our economic face if it were not for the USA..." or equally goofy "Buy Canada Back", bunk... just stop the outflow and, it is done... There's plenty of money and brains and everything else here in Canada... Let's as Canadians start getting some good old Canuck backs and use it... THE for a change!



## HOT LINE continued from page 1

N.A.S.A. No, it's not the space program in Houston. It's the Nassau Association of Student Activities, a newly formed group of students on the market campus.

The bursar over at Bloor Campus refers to the medical centre there as the psychedelic circus. (seems someone went haywire with spunk brush).

When S.A.C. changes over to the new concept where we will require students, alumni, industry and faculty, I wonder if Bob Tiffin will be back as part of the alumni on Peter Colds committee, or maybe he could work hand in hand with Gord Moody. (It's worth considering Bob.)

By the way Bob was the chairman of the investigating committee. Last week the administration and Manpower felt that he was not doing a beneficial job in class and so withdrew him from his course.

(There you go students do anything you want at G.B.C. but don't bother to bring out any truths or else the axe will fall on you too.)

Hey, College Campus I understand the night registrar over there, Jim Mickey makes a good Santa. (So there you go if you are going to have a Christmas Party, grab him.)

Casa Loma is starting to move. There is always someone in their office. If you have a few extra cents they even sell tickets on a 30-50 raw. (They must have a President over there who is from Welland. Those guys from WELLAND are always trying to get half of

Look out S.A.C. Mary Walker is here. She gave Bob Stanfield a run for the leadership of the conservative party, now she is preparing her campaign for the leadership of

Teraulay Campus. (Take heed S.A.C. keep your guard up!)

Thursday noon hour doesn't have to be a bore any longer for students downtown. Holy Trinity Church has invited people such as Politicians to come in and rap. Dinner will be served for a modest price. Go on over some Thursday and get everything out of your chest once and for all.

Well you think we have trouble at G.B.C. We received a paper from a community college in Brooklyn N.Y., one day last month. Every student upon entering the college had to prove they attended. Apparently someone wrote a threatening letter to the staff claiming they were going to shoot two members. (We'll have to wait for the next issued paper for the outcome.)

Do the Manpower students think that when this program was adult education your certificate was recognized by the Toronto Board of Education. When the program was taken over by a College the Board no longer recognized it.

Did you ever hear a fee paying student say, "As a fee paying student I have the right". You know what I say, "Bullshit". For the amount of money they pay it doesn't even cover cost for the ride in the elevator. Once again it is time for all good men and women to come to the aid of the paper. It doesn't really matter if you are good or bad we could sure use some help.

In closing I would like to say hello to Winona over at Koele Campus who recently said "I don't feel very important over here." (That just is not the old spirit, as you know, everybody here is really important.) HA\*HA\*HA\*HA

## Inadequate

Dear Nan:

I've been going to George Brown College since September and have found myself inadequate to cope with everyday life here. Please give me some advice. Signed: Distressed.

Dear Distressed:

Lay off the Nickelodeon lunches and bang the subject matter.

## Nagging?

Dear Nan:

My wife sees a psychiatrist twice a week. She is constantly complaining - nagging and complaining. And she is constantly praising her analyst for new techniques of treatment. What can I do? Signed: Shrink.

Dear Shrink:

Buy a couch and use your own techniques.

## Boys Willing!

Dear Nan:

I have found the boys in Toronto very ready, willing and wanting. But I find myself very shy and withdrawn. What can I do? Signed: Confused

Dear Confused:

Send me their names and numbers or have them contact me.

## Busty

Dear Nan:

I am a post secondary student here at G.B.C. I feel this is the only place (in the paper) where I can get something off my chest that has been bothering me. I'm getting awful sick of sex on television. Signed: Busty.

Dear Busty:

What's the matter? Do you keep falling off?

## Take Off Your Coat

Dear Nan:

Last month I spent some time in the "Nickelodeon." After several drinks I discovered I had run out of cigarettes. Leaving my wife and friends I set out to rectify the situation. Upon my return I was informed by some clown wearing an old fashioned hat and garters on his sleeves that I had to check my coat. "Check my coat" I said "I've been sitting there with it on for two hours. Besides I'm not wearing a sport jacket. His reply was "I'll ask the manager," then this giant appeared on the scene; I mean if he was green who would know the difference. He said "Ho-Ho-Ho yes sir you have to check that coat." My question Nan is, was he really the Jolly Green Giant or just a mean old Owan. Signed: R.P.L.

Dear R.P.L.:

It took a lot of investigating to determine his true identity. I got there about 4 o'clock and he sure looked like an owan but towards last call he seemed to have a tint of green in his complexion. What convinced me that he was the green giant was when I overheard him say to one of the waiters, "Ho-Ho-Ho make sure you get the young tender peanuts."

## Let X Be A Wet Afternoon

In times of Human stress it has been customary to turn to one of the Gods. Common sense demonstrates it would be more profitable to turn to history. Looking objectively at today's seemingly insurmountable problems, we see upon closer inspection, that they are indeed fairly insurmountable. The social ills and desperate problems which present themselves today, are in truth the culmination of untold years of human misery - centuries of indescribable goings on, each blunder more stupendous than the preceding one. What incredible egotism we display in assuming that the order of things can be changed at this late hour. It is quite significant that we have reached the moon, yet there is still no good solid foundation for civilisation on the earth. The active element in today's problems must be the unbelievable complexity, for nothing today is simple. A change at A will be felt in all its magnitude at Z. Pressed to find a difference between our times and times past, one would have to find the word of change. Change used to be considered a linear function, today we know it is logarithmic; continuing automatic change becomes infinite change, and that my friend is called revolution. It must be quite obvious by now even to the most disoriented observer that we are on the verge of fundamental changes in the way we live; depending solely upon his point of view, the reader will either see the coming period of infinite change as the most challenging and exciting in recorded history or he will view it as the coming of the Babylonians, whichever view he holds it will only be an opinion as there are no facts, then it follows there can be no answer. So don't waste your time worrying about it. Until the ground rules of human existence are changed there can only be questions.

As the Grinche approaches and we have to stand up and be counted and assuming that most of us will want to defend Democracy, then it is of the utmost importance that each of us know exactly what he is defending. I am afraid that it will take more than Spino's rhetoric to hold the line.

People are basically good (courtesy of Mr. Bozon) they will respond favourably if the government can demonstrate its honesty of intent through, I suppose, honest of action and in this way they can retain the initiative. It all boils down to this: Democracy must get its house in order and do it quickly. We could do worse than starting with the education system. In a few short years we have witnessed the whole education will fall from position second only to God, (that is a mark of a nation's virility), to an out of control monster gathering cities in droves, a stone around the neck of every citizen.

Who the hell cares about division of a Polynomirid by a MonoBicaronist. People who are really interested in such things will seek them out without any regard for the money or establishment. Meanwhile it is stuffed down the throats of all and sundry in the guise of education, at unbelievable costs. It's about time somebody called old Plato's bluff, it would take a brave man to stand up and make a case against formal education. But the author would humbly suggest that heavily structured formal education as we know it today has come very close to running its course. A good example of the negative side of education is the forty year old man who is thought of in terms of a grade eight drop out. The tragedy is that the man himself believes this, he really believes it, yet the same man could have performed 95 % of the listed occupations given a year's effective training. I mean effective training. I often ponder as to which point in time governments will see fit to embrace technology and admit that not all the people need to work.

The fact that most manufacturing processes today can be done fully automatically, and that the worlds worst kept secret, but as it is also political dynamite it is left well alone.

If the development of the XY recorder continues at the present pace draftsmen could well be obsolete in ten years, Tally Ho!! Being trained for non-existent jobs will cease to matter in a few years time. As long as people have somewhere to go, a safety valve if you like, then we still have something worth saving.

It's a funny thing working for the government, everybody would like to work for the government yet there must always be a few souls hustling on the outside, otherwise-you see, we have communism or would it be democracy in its finest form, or does it really matter. It remains to be seen if the government can muster sufficient brain power and so retain the initiative during the coming years, once lost the initiative can never be regained.

For an example of rapid change one need look no further than our very own S.A.C. outfit. In just under a year we have seen SAC

move from an ineffective dance and hockey club through to a semi professional quasi political organization. Looking back to see that Lee McGuire was the last of the "White-Men", that is, he never let his duties as prez interfere with his studies, and one must admire him for that.

Then Andy Winter came along, and the beginning of power politics in the college, poor Andy was a victim of the system he created. Confusion once said "He who lives by the sword can never dismount" Circa 117 A.C.

A lot has been said to discredit Andy Winter but I know he was working under impossible circumstances, with hammer blow upon hammer blow falling on his shoulders, and the way he was known out did nothing to increase the standing of this college.

S.A.C. has continued its down hill slide, it should be renamed the "Manpower Loss Club". By the way if Bob Tiffin and other prominent lead farts such as Paul Scott think the following lines are directed toward them. Well, I wouldn't pressure them to change their minds.

When such people are allowed to stay at the college, at the tax payers expense by virtue of token attendance and at the same time dip into S.A.C. funds to the tune of hundreds of dollars on the pretext of lost paid "tuition time". Through self-appointed S.A.C. business, then I become displaced.

The blame must belong at the door of Mr. Buter Wilcox, in allowing such a situation to exist, displaying a colossal ignorance of the power of his office, or he displays his availability to deal with these people, either way he invites my contempt.

With this sort of thing and other little happenings, then Mr. Lloyds actions are pretty well pre-determined. Always be less than prudent to channel any tax-payers money in to such a "Mickey Mouse" set up. I hope this is not seen as an attack on Mr. Wilcox, he is a low man and is leaning, but he must keep his head up, anyway I wish him all good luck in trying to pull S.A.C. into shape.

Here is a dialogue for the article reading like a set of notes, it's the time thing again.

Porter  
Instrumentation Tech. 2  
Nassau

## S.A.C. LOTTERY

To Raise Funds for Bursary

To Be Held In Jan./71

\$\$\$\$

1ST PRIZE TRIP TO CARIBBEAN (\$2000.00)  
2ND PRIZE COLOUR T.V. (\$850.00)  
3RD PRIZE \$500.00

STUDENT SELLING WINNING TICKET  
RECEIVES \$500.00 CASH. STUDENT SELLING  
MOST TICKETS RECEIVES \$150.00

## Nan Slanders

## Propositioned

Dear Nan:  
Since leaving George Brown College I have taken the position of private stenographer to a major corporation in Toronto. On several occasions I have been propositioned by my

boss. What can I do?  
Signed: I like my job.

Dear I like my job:

Well as Confucius say "No worry, secretary not permanent figure till served on desk."

## MANPOWER REPS

I as a Manpower sponsored student feel the need and necessity for, a student organization devoted specifically to carrying out the wants and needs of Manpower students. I would be in full support of a committee devoting itself to this task.

Campus .....  
Class .....  
Signed .....

## RETURN TO

MR. JOHN RACKEY C/O THE GLOBE,  
ROOM 409 TERAULAY CAMPUS

# TEACHERS' CORNER

by John Dumitrascu — P. Eng.  
Engineering Technology Department

## TEACHER TRAINING

### 1—HISTORY

France and Germany were beginning teacher education as early as the 17th century and have been influential in shaping patterns of training in other countries. With the secularization of schools in Germany, work in teacher education was greatly extended through the influence of Wilhelm von Humboldt, who was named minister of education in 1809. He helped establish a planned educational program, set up regular standards and examinations for teachers, and encouraged the development of pedagogical seminars. In 1820, the year of trial teaching was established as a requirement of all candidates for teaching positions. In 1831 examinations in mathematics as well as in the main subjects of the higher school course were designated as requirements for secondary school teachers.

Teacher education in the United States gained acceptance largely between 1820 and 1865. It was in the northeast that the normal school—the original model for teacher training schools—took root. The common school with equal opportunity for people of all classes led inevitably to support of a new school system for teachers. The widening range of ability of students attending school brought an emphasis on teaching methods. The use of widespread establishment of common schools, Samuel R. Hall opened his private normal school at Concord, Vt., in 1823. In 1839 the first of the normal schools was established by the state of Massachusetts. Traditionally however, the training of teachers had been one of a purely liberal education, and the effort to professionalize teacher education started a continuing controversy.

The Yale catalogue of 1829-30 required completion of a liberal education appropriate for all before the beginning of any professional training. However, Thorndike at the University of Virginia, and George Ticknor at Harvard began experimenting in elective programs with subjects of utilitarian value for pre-professional work, and this influence helped the new normal schools to establish themselves. The training of teachers dates, in England, from the beginning of the 19th century, when the National Society for Promoting the Education of the Poor in the Principles of the Nonconformists—Rival, the British Foreign School Society, first attacked the problem of elementary education on a national scale. Both later schools adopted the "Monitorial System", the principle of which was that picked older scholars should teach their lessons for the value in charge of the school and hand them on, to, the younger children. Some training of the instruments

of this system was found to be necessary and training schools were accordingly set up to give it. One of these developed into the Borough Road Training College, which is still in existence. About 1840 James Kay a far-seeing official to whom, more than any other single man, the English educational system is due, began the movement which replaced the monitors by "Pupil-Teachers" i.e. Boys and girls who were regularly apprenticed for a period of five years from the age of 13 and both learned the art of teaching and continued their education under the head teacher of an elementary school.

Kay's scheme also involved training colleges where the professional and academic education of at least the best pupil-teachers could be carried to a higher stage after their apprenticeship was completed. The highest founded the college which, as St. John's College, Battersea, London was taken over by the National Society and furnished a model was imitated.

These early patterns of teacher education had their beginnings at a time when educational responsibility rested primarily with the church.

When governments began to assume civil responsibility for establishing and maintaining schools, they also began to determine the preparation and qualification of teachers. As the percentage of children enrolled in school in the United States increased, and higher numbers continued into the secondary schools standards of certification were raised and collegiate study was increasingly expected of elementary as well as secondary school teachers.

The period from 1920 to 1930 has been described as that in which normal schools became teacher colleges in answer to this expectation.

In England the first major development toward increasing educational standards occurred in 1918, but it was not until the education act of 1944 that it assumed significant proportions.

### 2. POINT OF VIEW OF UNIVERSAL EDUCATION

In the 20th century, as the privileges of education were extended to more and more people throughout the world, the International Bureau of Education and later the United Nations Educational, Scientific and Cultural Organization—UNESCO—actively promoted international exchange of information and the systematic gathering of educational data. The predominant institution for the education of elementary teachers was a normal school following the complete system of the elementary school.

Generally these institutions gave courses in both general and professional education. A

few countries offered education for elementary teachers at the level of higher education, either through the universities or through higher schools of education.

Still other countries offered a combination of work beginning at the secondary school level and extending into the higher education level. The preparation of secondary school teachers was both academic and professional, and academic preparation was provided for in several ways:

1. Through work at the regular universities;
2. Through work at special institutions providing both academic and professional training;
3. By bringing in persons with special proficiency—engineers, for example might teach mechanics, physics, or pharmacists, chemistry;
4. In special schools for music, physical education, art;
5. In countries with no higher educational institutions teachers were sent abroad for training.

Professional training was provided in a variety of ways.

Just as the beginnings of teacher education took place almost simultaneously in the various countries of Western Europe, so following World War II there was a nearly worldwide review of the adequacy of education in an effort to extend opportunity to a larger number of the population in the various countries.

The United Nations Universal Declaration of Human Rights—adopted in 1948—which states that everyone has a right to education, made its influence felt in the recognition throughout the world of the need to extend compulsory education. The effect of these developments on teacher education was direct. Extension of teacher education was needed because of the extension of compulsory education, the increases in population of school age, and the extension of the years of schooling. In Costa Rica, for example, there were 3,500 students in secondary schools in 1948 and more than 30,000 in the 1960's. Enrollment in primary schools of IIRA2 was 90,000 in 1944 and 90,000 by the 1960's. Similar increases in enrollments were experienced in country after country, with consequent attempts to expand teacher training.

Programs to keep pace. The International Bureau of Education has since 1931, conducted a yearly International Conference on Public Education after 1945 in cooperation with UNESCO.

As early as 1935 pressures were felt on a teacher education program, and the 1935 Conference was devoted to problems of the training of primary teachers. In the 1950's and 1960's the problems of primary teacher education

and problems and issues in preparing secondary school teachers were the subjects of international conferences. The recommendations of these conferences reflected practice and also served as guides to ministries of education in formulating procedures in teacher education. These recommendations revealed common directions in systems of training and curricula which were generally considered to be desirable.

1. There appeared to be a definite trend in many countries to move away from the wide variety of teacher training institutions and toward the university or its equivalent for training both primary and secondary school teachers.
2. There was an attempt to extend the training of each group toward a longer period of general education for primary school teachers and toward more professional preparation for secondary school teachers.
3. There was recognition of the desirability of increasing the level of training for primary school and secondary school trainees to facilitate continuity and transfer between schools.
4. There was a general agreement that the qualifications for teaching should include social and psychological characteristics beyond those of intellectual ability alone.
5. There was recognition of the need for extensive psychological training for all teachers.
6. There was agreement that teacher training should include a strong practical aspect covering experience in various types of schools, including extended probation under supervision and experience with extra-curricular and community activities.
7. There was emphasis on training teachers to select and use a variety of methods appropriately.

The professional courses for secondary teacher training may be grouped under three general headings:

1. Education
2. Psychology
3. Practice teaching

Prevalent among education courses are those which deal with teaching methods and a general orientation to education. The psychology courses provide for general psychological orientation and child or adolescent psychology.

Practice teaching is uniformly provided but differs in the length of time and type of work done by the student. Few examples: In Austria a year of probationary service under the guidance of experienced teachers is provided. In the Federal Republic of Germany practice teaching includes two years of preparatory service following academic studies with two four week

periods of practical work in a school during vacations.

The quality of teacher training has been of much concern.

In England they are training organizations—A.T.O.—have been given responsibility for all types of students in training. The A.T.O. links the training colleges in a given area with a university institute of education, which exercises supervision over, and approves courses and conducts examinations for, the colleges.

The local education authorities also are represented in the A.T.O. The National Council for the Accreditation of Teacher Education in the United States has worked on such problems as setting up criteria for selection of candidates in teacher education, the balance between general and professional courses, adequate supervision of practical teaching, selection of laboratory experiences and the encouragement of research to determine the effectiveness of applied criteria.

A threat to the quality of training has been the shortage of teachers. At the same time that attention was being given to improving quality, and extending time for programs of teachers training in a majority of countries, those of same countries were forced to set up emergency training measures.

Many countries provided increased living allowances for students in training, in order to encourage more people to enter the profession. Others temporarily shortened the training periods.

Appointments were made with the required part-time study to bring the emergency teacher up to standards. Some academic university scholars, critical of the emphasis on teaching methods, urged more attention to be paid to competency in subject matter in setting standards for teaching appointments. As in other professions, new methods and new developments in the fields of knowledge necessitate further education for teachers with experience. In many countries such as institutions are conducted by the government. The content reflects the major concern of the governmental agency. In United States coastal school systems frequently sponsor

in service training courses, and universities conduct extensive summer programs for teachers. The National Science Foundation set up training programs for teachers in contemporary science. The television program was another effort to bring current information in specialized field to teachers.

The National Defense Act, and Amendments in the 1960's, provided for loans and fellowships for students planning to teach in various fields, and for teacher-training institutes and for aid to further education for teachers. Even before education became a civil responsibility, members of the profession met to share their experiences in their work. They have cooperated with the Government and institutions of higher learning in mutual efforts. They work with the A.T.O. in England, and they have developed significant and influential plans for educational improvement in Ireland, Scotland, Australia, and our country Canada.

In Ontario, for example, they have conducted summer workshops for teachers and developed a permanent training center. The National Education Association of the United States with its various affiliates has conducted continuous research for the improvement of the profession.

Other significant developments in further education include research centres. In Brazil, the centre of educational research was established in 1955.

The purposes of these centres are:

1. To study cultural and educational conditions and trends in the development of each region and of Brazilian society as a whole, with a view to formulating, by degrees, a national education policy.
2. To draw up plans and make recommendations and suggestions for the reform of Brazilian education in every region and at all levels.
3. To prepare reference, research, textbooks and educational materials and to conduct special studies on school administration, curricula, educational psychology and other fields.

Cont'd on page 5

## INSTRUCTOR'S QUIZ ANSWERS SCORING

1. YES	110%—Super Genius
2. YES	100%—Genius
3. YES	90%—Really Smart
4. NO	80%—Smart
5. YES	70%—Very Good
6. YES	60%—Pretty Good
7. NO	50%—Good
8. YES	40%—Not Bad
9. NO	30%—Not Really Bad
10. YES	20%—Fair
11. YES	10%—Fair enough
	0%—You're Cheating
	Along Lloyd!
	—10%—Dum Dum



PUMPKIN continued from page 1

philosophy, the training of teachers and any other matters connected with the improvement of teacher training.

4. To arrange training and refresher courses for school administration those responsible for educational guidance, educationalists and primary teachers in teacher training and primary schools.

Newer communication media have also influenced teacher training.

The use of video-tape made it possible for a teacher to teach a group of students, then view his own work immediately, and thus perhaps improve his teaching. Tape recorders have been used the same way in addition to their use in speech and foreign languages.

The 20th century has

seen the wide use of international exchange in the training of teachers. The technical assistance programs of UNESCO, the International Cooperation Administration and the Fulbright Scholarship Programs in the United States, the British Council, the Ford and Rockefeller Foundations, the American Friends Service Committee and the Southeast Asian Board of Scholarships and exchange of professors have made international exchange significant in the training of teachers throughout the world.

These exchanges helped to establish certain common directions in teacher education, but they also emphasized the fact that teacher education must be rooted in the culture and expectations of the particular country in which it functions.

Cont'd from page 1

inhumane acts during the past few years.

If anyone on this great governing body had tried to think on the level of the student here they would have realized that the "Great Pumpkin Watch" would have been a blow out as far as G.B.C. students' participation is concerned and we would never have had to pay any money for the Pumpkin Watch, in vain.

When our S.A.C.

President went to talk with the Seneca student government that night he was met with a less than warm reception and was ignored.

The other three participating colleges were well represented but as we all know their colleges aren't people like ours, with people who are being re-educated and paid and who to the government are a branch of welfare recipients.



Someone from S.A.C. was there. Jim Durno right; But Willocks left.



Rick Wilson S.A.C. Pres of Casa Loma Campus looking for the other 7,980 students.



Part of the evening's entertainment.

## THE LONE STRANGER

Any wide eyed student in the college could write this column on the dances; however, since it appears only a handful read the ads on the last page of the last issue The Lone Stranger has to report on them. Two of the dances were advertised in the last issue, one being Humber's Hallow'en Howl, and the other and the Quatro-Cat's Great Pumpkin Watch hosted by Seneca College. Another dance snuck up on us, in our gym, we were invited to join the ladies from the Toronto Western Student Nurses. A fourth dance was held the same evening as the Hallow'en Howl at College Campus; it being the monthly ethnic shindig. Unfortunately, the Lone Stranger could not attest to this dance because he was attending Humber's affair (contrary to popular belief, the Lone Stranger cannot be two places at once — he is human, although he was concerned with spirits that night).

The Hallow'en Howl took place at the St. Lawrence Hall and your's truly arrived just after the "boys in the blue" poked their noses inside the door. After checking the ages of a few of the drinkers, they left fairly happy to have held the "Blue Laws" high.

The ad said "costume or straight" and the Lone Stranger went unrecognized by taking off his mask. Most of the people were "straight" anyhow. I counted about a dozen



George Brownians who were playing musical chairs every time they stopped the music. It seemed someone sat down in someone else's chair. The drinks were priced moderately enough that even a Manpower student could afford a couple — maybe even buy one for his wife or girlfriend. The lighting was low and the band was very good.

Humber is to be congratulated for putting out such a show. I know the G.B.C. group had a great time — we also envy the size of crowd you had. Nice going.

The dance held at Kensington Campus was, beyond any doubt, a success. The co-operation between the student nurses of the Toronto Western and the Kensington Student Council clicked into the biggest dance we have had in a long time. The girls must be thanked for most of the work done — hiring and paying the band,

covering the door and selling refreshments. Fortunately, someone brought a camera to prove we really had an event that went over great. By the way, this dance was not closed to Kensington students alone, we had representatives from Keele, Casa Loma and Teraulay. Anyone missing because they couldn't afford it — HA! — at one dollar a head, you can afford it! Well done! So maybe you didn't go to the Great Pumpkin Watch because it was all clouded over that day... It had been raining — It was cold. Uh, huh. Good excuses. Except for the fact that the dancing and entertainment took place inside. Seneca went all out to hire good entertainment. Primarily, a band that sounded like a miniature LIGHTHOUSE, and secondly, a political pop singer whose songs encouraged audience participation through the chorus. His songs brought smiles but his preamble between them thinned the audience.

There were a few "die hard Linus" types who stayed out by the bonfire watching for the arrival of the Great Pumpkin. This sturdy bunch gathered around the flames exchanged jokes and drinks and maybe a few other

things. But the big disappointment of the evening was the big switch in the advertised movies — two horror movies, really classic films, were brushed aside for THREE IN THE ATTIC and another modern semi-nude type movie. I was all set to see Boris and Bela scaring everyone in sight but all I got to see was some guy going through the fun and games part of life with three girls at the same time... and he tried to escape.

All in all, anywhere you went at Seneca there was something to suit your taste. Even if you liked seeing grown people forming a conga line and "good 'n' plenty-ing" around the school, or if you wanted to look at others walking a yellow paper maché dinosaur who was on roller skates. You George Brownians who were at this bash will see the trouble we will have to go to to make our George's Sno-job a success. To do this you will need a strong man in External Affairs. Find out how you can help choose a good Chairman.

Well, partners I gotta ride into the west once more to seek other things to expose for you. I hope this column has enticed you to come out to some of the dances you've heard about. If not, I tried anyway! Until next time, "Hi, Ho, Huskies!"



Bill Eakin v. Pres of Teraulay S.A.C. downhearted at loss of 'Spirits' at Pumpkin Watch or 'The Devil Made Me Do It'.



# KENSINGTON

Interview with President of S.A.C. of Nassau Campus, Ashley Sancharan.

Q. How do you plan to raise funds?

A. Students consent to raise funds by a raffle run by the students, a slave auction and an amateur night. Most of the money will go for prizes and people helping in both the slave auction and the amateur night.

Q. Why haven't your Society members attended the past few board meetings?

A. The agenda is too long and the meetings never cover the whole agenda.

Q. Have you ever tried to get money from S.A.C.

A. No, not since the end of June. No one wished to spend any time in school for meetings of the S.A.C.

Q. Do you feel that your students will participate more in your activities if you run as a separate unit than if you were dependant on S.A.C.?

A. Students who have been here for some years claim that if we run it independently they will give me their full support because they seem to have had some disagreement with the old S.A.C. organization and they are not very interested in us being affiliated. But, presently we are still affiliated because I do not know what went on several years ago. I am only concerned with what is happening now. Therefore I feel that I waste a lot of time at these meetings. The news I bring back to the students is news that the students don't care to hear about. They are not too keen on investigations and money badly spent. They are keen on having some of their own money and activities of their own. They are not here too long and the social aspect is investigated. By running functions and activities we feel that we can bring them together, i.e. girls in hairdresser's course outnumbered by boys. We are trying to

be straight forward in every way possible and we are trying to please everyone. We don't do anything without the principal and the staff knowing. They really try to help. The last three meetings there were 35 representatives present.

Q. What is your quorum?

A. Presently we don't have a constitution because we now work on the fact that we have enough people to carry things out and we initiate their ideas.

Q. Why haven't you been at the last three executive meetings?

A. As I said before, after attending quite some meetings for the past few months, I have been so fed up with discussions carried on and the arguments etc., it doesn't interest me too much and I think all these things can be handled on other than board meetings. What do you think about the board paying funds of approx. \$500.00 to people who supposedly lost pay while working on the investigating committee? As a matter of fact this was brought to my attention as a rumour, I did not know how true this was but, I am not too much in favour of it. First of all quite some money was lost through the mismanagement of funds by the previous S.A.C. executive and this went down the drain. By investigating we may apprehend the culprits, but to recover the money would be a long process. Most students have such small incomes that they cannot repay money like this. Because of this we may take them to the courts and it may take many years to recover the money.

Q. Who were they investigating?

A. I don't know as I say I only fear that there is an investigating committee. I was on one investigating committee which was the one which investigated the past S.A.C. treasurer.

Q. How many days pay did you lose?

A. I'm a fee paying student so I lost no money only a lot of time from school. As a matter of fact being on the committee with the chairman, namely Bob Tiffin, I tried to get in contact with him and when I realized that he did not have a full committee he said we would not proceed until we had one.

Q. Did he ever get in touch with you?

A. He did not. I tried to get in contact with him and I tried to make some investigations on my own only to find that Bob Tiffin had already made investigations in this field without letting me, as one of the committee know anything about it. I only knew about what was being investigated when reports were brought back to me. Regarding our pure investigation or anything like this, I was never made aware of when certain aspects of this were carried out.

Q. Being on the investigating committee you have probably seen the investigating committee's report!

A. I have not seen the full report, I have seen lost of pieces of it.

Q. Before the report was given out to the board had you ever seen it?

A. No, I hadn't seen it.

Q. Do you feel that your statements can be represented more successfully by the society members in their own camp than they can be by you going to board meetings and bringing back news.

A. I think they are being represented better presently. But if the system changes and the S.A.C. meetings can be more effective and the students interest can be gained I would be willing to return to the meetings because as a parent body a lot more can be done through them providing they are willing to work for the students.

## Just Rambling

By Ron Lessley

I've had the misfortune of sampling the "Gitt-Pax" that was distributed by the student council. On the surface, it looks like a good deal.

Toothpaste, shampoo, mouthwash, soap, and a hangover remedy - plus a couple of razor blades (oops). A great deal for nothing.

If you want your teeth to effervesce use the Scope it's great. Take a mouthful, and you'll foam all over the floor. Not only that, mix it with a shot of Canadian Club; it never made the green phantom look so good.

If you really want your teeth to foam up, use the toothpaste. Macleans has the property to allow your mouth to froth over. If you use it on Green Mountain pottery, it'll turn white. Flip Wilson has been known to put a dab on his nose and look like a negative bulb's eye. Apart from its other great properties, this toothpaste always falls off the tooth-brush, and you have to scrape this paste off the sink at exit sport. Now you have to pick the hairs out of your teeth.

If your hair is dirty, try the Head & Shoulders. It's really great. I never knew I had dandruff until I used this shampoo, because, now I'm sure. The shampoo brought it out beautifully. I feel like a ski run in July. Wash your hair one day, and you may look like a grease-head tomorrow. Maybe that's the new look. I'll take the clean look.

I tried a "hangover remedy" Bromo Seltzer. Mix it together with Scope and you'll have gas with a nice breath. Mix it with rye and you'll have a drunk but the marks can't figure out. Otherwise, it's great for washing your white-walls.

The Shick razor blades are great for slitting your throat. Have you ever been in the position of having to shave when you're hung over? The "two-razor pack" from Schick is really a prize. It's a real experience looking in the mirror and trying to cut your throat. Try to get the blades out of the pack - you'll have a real ball. Shower? - use Zest. It's good. Hangover? - use Bromo Seltzer. It's alright. BUT, if your teeth and hair are in question: look out. Who needs effervescing dandruff?

\*\*\*\*\*

I've had the good fortune to read community college newspapers from across the province. Whoopee.

\*\*\*\*\*

I've just noticed the ad on TV explaining how tobacco is picked for a particular brand of cigarettes.

I rarely watch television (TV), but I couldn't help taking notice of this piece of garbage. A particular cigarette company is trying to tell the public that their tobacco is picked at the prime time: a leaf at a time. Holy S\*\*\*.

Anyone who has worked in tobacco fields knows this is Bull's\*\*\*. Because, tobacco is picked, period. It doesn't matter when or how tobacco is picked, it's how it is cured that counts. As the Marketing Board. Can anyone imagine a primer picking one leaf at a time? I think I'll switch to cigars.

\*\*\*\*\*

Drink beer at the great places like the Speakeasy or the Coal Bin, but ignore the Nickelodeon. The "Nickel" is the only place in town that refuses you entrance if you have a jacket on. They assume that all customers are crooks, and want to steal their steams. If you want to be treated like criminal, go to the "Nick".

Good-luck to you, and don't say you weren't warned.

# Proposal To S.A.C.

In my class of 14 students if I wanted to work some sort of lovely deal, give away a pile of money or some wonderful ridiculous thing I could not do it on the weekend. There are no phone numbers and I know they are not listed because of the temporary living accommodations many students have. This may be especially true of my particular class but in many, many cases, use of the telephone would be difficult because of spelling and street address. Some of us would certainly be glad to make a nominal expenditure to cover the costs of producing a campus directory.

I would like to have a

complete thorough collection of information, but the printing and binding should be done with a view to economy. Home and permanent addresses should be included as well as that pertinent information while attending George Brown College. It would appear that the costs of collecting, preparing, copy (or mimeographing) should be established on say the basis of sale to 85% student body of each campus (providing they participate). If the issue were pre-sold with a definite delivery deadline there would be no problem. But right now class reps have to ask if students want this, at such a cost.

Bill Reid

# TERAULAY

Rick Hartley - President till November 26, 1970 Ron Gills - Member at large till October 31, 1970 Secretary: Bev Fehrman Treasurer: Bill Eakins Vice President till November 7

Start of Reign October 15, 1970.

The Teraulay Street Campus S.A.C. Society members mentioned above have done nothing except to supply bats and balls for the ping pong table in the Common Room (351, third floor). Other than this they have supplied darts and bats and balls to students because of course it has a habit of stealing these articles. Teraulay S.A.C. is presently charging 5c for the table per game of ping pong, as yet the dart games are still missing. An interesting aspect of this is that student loans to anyone else were set at a maximum of \$50.00.

On Thursday, October 29, 1970, a class representative meeting a motion was passed and voted on to ask the S.A.C. board at their next meeting on Friday October 30, for \$50.00 to cover costs of implementing a sound system to pipe in music and news to the cafeterias and common room for student enjoyment.

At the board meeting held the next day, October 30, 1970, Bill Eakins, Vice President of Teraulay put a motion to the floor for the S.A.C. to fund them \$50.00 to "REPAIR THE PING PONG TABLE". Naturally as a ping pong table doesn't even cost \$50.00 to purchase, the motion was defeated so that students of Teraulay campus forfeited their music because of an idiotic, non purposeful motion on the part of Bill Eakins. It is anyone's guess why he asked for the money for the repairs to the ping pong table instead of telling the board what it was really for.

When these people started "rambling" the Teraulay Campus there was at least \$100.00 in their treasury from past members selling Passport to Toronto, but \$30.00 had to be paid out to Passport Toronto for

books not returned by the past Secretary of Teraulay Campus and who are presently in the S.A.C. Executive Secretary, namely - Anne Withers.

She failed to return 16 books valued at \$3.95 each, a set of \$63.00, a Passport to Toronto, as they were interested in future business with G.B.C. were willing to settle for a \$30.00 payment in total. Miss Withers was asked to return the books or repay at least the \$30.00, but never has and as always no one bothers to mention it anymore. While we're speaking of our loyal executive secretary, it should be noted that she has also neglected to return the \$20.00 that was issued here by Teraulay Street Campus in the form of a Student loan. The books are still missing. An interesting aspect of this is that student loans to anyone else were set at a maximum of \$50.00.

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This is just another case of stupidity frothing from society members who never even had to run for election, because they were not in position by acclamation.

## Ode To A Robin

As I awoke this morning  
When all sweet things are born  
A robin perched upon my sill  
To signal the coming morn

The bird was fragile, young and gay,  
And sweetly did it sing  
The thought of happiness lay  
Into my heart did bring

So I smiled softly at the song  
Then, as it paused a while  
Gently closed the window  
And crushed its stupid skull



## SCHOOL continued from page 1

3. The ability to research is developed which is of great benefit when doing assignments.

4. On-floor debating does much to develop self-confidence and the all-too-rare ability to think on your feet.

5. The participant learns to analyse carefully and consider all "facts" and to demand adequate documentation and other proof. This fosters a general healthy skepticism and destroys the gullibility so common today.

6. The art of public speaking is developed.

7. The general importance of international affairs as far as our lives is concerned is easily demonstrated by the degree to which the war in Viet Nam continues to effect the domestic

situation in the U.S. An intelligent awareness of the nature and complexity of the international situation is of vital concern to the everyday lives of every individual Canadian.

Persons requesting more information are invited to contact the campus SAC executives, the SAC business administrator (Ron Lesley), or Gary Stoneman NCS-2 (Marine Navigation), Casa Loma Campus, or at home phone number of 921-7046.

Prompt reply is necessary as the registration deadline is December 15. (Fees MAY be arranged through SAC, special sales etc. or some other means. In extraordinary circumstances it may be possible to have the registration fee returned.)

## MODEST PROPOSAL

for the general enlightenment of the George Brown College Student and Teacher Population.

by Ron Rowe

It is a depressing and unenvying opportunity when one is firmly entrenched in a cafeteria chair, or holding a section of lockers firm to note the swarms, may, hordes and droves of students perishing from destination to pre-destined destination at break neck speeds, stewing books and slower students about the hallways. Equally frightening and saddening to note is the expressions, or lack of, (this is still an individual choice) on the faces of some of their owners, especially to be happy to be late or desperate. We see naught but great startled eyes, a blur of feet, an outstretched hand the length of the hall and in a flash of light, the hapless victim of circumstance is swallowed up in his or her wooden womb, appropriately designated. It must be noted that those who laid the format for this complex super-structure that if student speed was their highest objective, voter results would have been achieved had the hallways been wider, if white stripes had been painted down their centres and traffic lights inserted at every intersection. This would assist in eliminating a great deal of the congestion that occurs during the rush hours around the busier sections of the school, noticeably, the cafeterias and rest rooms. It should be the duty of helmeted parking officials in sun-glasses to issue over-marking tickets if an individual is seated for too long a period of time.

One would expect that the supporters of those instigators of insight would vote unanimously for such an idea, but it doesn't. It seems they are too busily engaged in the continual and unceasing rush from one place to another themselves,

of this great city: it covers a much wider area, taking in the teaching profession combined with other professions as well as those individuals, who are presently putting their faith into their future career of dereliction.

Many times I have found myself in a prolonged roused, pondering the schemes put forward by those desiring change and have found many to be grossly misinformed and even more acting out of sheer boredom. It cannot be argued that four months is a relatively short period of time in contrast to the full year that the usual high school student is in attendance, so that it is self-evident, that to cover the same distance, the first must move three times as fast. This probably has a great deal to do with the rapidity of George Brown's curriculum, which is precisely before this four months begins that I intend to materialize my intentions. Instead of running the risk of completion of the hallways and thus increasing the insurance liability, each student could save expenses of the school by a thousand-fold.

One obvious advantage I might hasten to mention, is that it would allow the teachers 8-10 months of the year off on vacation and decrease their incessant tardiness, which we all know as habitually been their lot to contend with.

It has been computed that in the 10 years since George Brown was opened, a full 70,000 people have held up its portals, an average of 7,000 people per year. Of this, 49.4% have joined the human flotilla at the completion of their course, which means that there are at present 3,458 graduates roaming the city of Toronto. Another 29.8% are seeking job at the end of their training which had nothing to do with their course: a full 72.6% of the last figure are recorded as confirmed alcoholics. A previous 1% of the student body, expected to become teachers, and the remainder, 11.7% quit within the first 10 days to become successful lawyers, businessmen and doctors.

It is encouraging to note that there has been some success and this will be particularly relevant to that portion which joined the teaching profession. My proposal concerns them most.

I have been assured by a renowned psychologist, that an individual should have the time of four months in training reduced to a mere 30 minutes, through a direct surgical manipulation, for which the top portion of the cranium, approximately one inch above the eyebrows or ears, must first be removed, and electrodes connected at half-inch intervals in the brain. For this, this will necessitate the additional help of miniature circuitry. This is where the teachers are most important, for they shall be required to read all their notes together and record them on a rather large tape, which is presently under construction. Five teachers of a technical course are required: three of Physics, Chemistry, English, Drafting and Mathematics. When the four months work from all five has been recorded, it

will be transferred to several thousands of miniature tapes, each of which, when connected to the electrodes implanted in the brain of each student, will play the entire four months in a matter of minutes.

I am sure there could possibly be no objections raised for this humble, socially-orientated proposal for if one considers the trickle of graduates at present compared to the amount that could be processed in the same time, one would give it second thoughts. For instance, the doctor and his 200 assistants, working an 8-hour shift, could easily complete 3,200 operations per day. This means that one could complete the training of 3,200 students—cum-graduates: their training time, added end on end means that same day will have 12,800 months of 1,066.6 months each.

As previously stated, the costs saved from such a program would be tremendous. By converting four floors of residential remaining floors could be rented at a reasonable cost to those recuperating from the operation. The operation itself would be of negligible cost, involving only the purchase of buzz-saws, electrodes and rubber-mallets. Until such time as the teachers wished to make corrections and/or omissions, the tapes could be used endlessly!

To say nothing of the cost of 4 months compared to half an hour, I am sure that your satisfaction would be delivered to both teachers and some individuals are greatly concerned with the already-pressing problem of so many students passing through the city and will no doubt request that they undergo the operation. This I have taken into consideration and feel that this would be an incredible cost of rounding them all up, plus the cost to society of their second debut. They will eventually surprise and inspire me then I do think they could serve some purpose if they were equipped with small flashlights to illuminate some of the darker parts of the city at night.

I can think of no one objection that would be raised against this proposal unless it were for the use of the 250 ruffled-macaws which are presently in the operations from time to time in order to check the efficiency of the system. Allowing that even a ruffled-macaw can learn something so profound and complex as, say, physics, is not exceptional — anything can "learn" anything, given time. They will be used to test the age-old adage that in order to shorten that given time, it's not WHAT is taught but HOW. Combined with this will be the added advantage of testing an old Buddhist truth: "A student in such a hurry learns slowly." If they prove the operation is a success, they make corrections, and/or omissions, they like.

Unfortunately, by the time this plan is put into action, the author will have graduated.

## Encounter

Sometimes in the stepped up pace of today, it is beneficial for everyone to sit aside and think for awhile.

One of my favourite daytime reveries is wondering what it would be like if, for just one week, we could reincarnate men like James Watt, Jules Verne, Thomas Edison, Benjamin Franklin, and Leonardo Da Vinci. All proclaimed geniuses at one time — all proclaimed insane at one time or another.

Even more interesting would be to bring back the very people who denounced them publicly and more often privately. Imagine their amazement when they witnessed electric lights burning timelessly, steam engines obsolete and replaced with superior methods, electricity a common appliance in every home, submarines designed from Verne's fictitious Nautilus, and air travel common to all. It would be rewarding to watch them eat crow.

Most of the above mentioned were the inventors of tangible scientific means. By this I mean, the proof was in seeing their ideas become realities.

However, there is one realm of science where such proof is not available. It is the science which deals with the intangibles: a mental science. I am referring to the science of psychic phenomena. For this there is no perceptible proof; you can't touch it but you realize it is there.

Substantial "proof" may be found in a book called

"Many Mansions" written by a man named Edgar Cued. This man explores all facets of this realm of science, i.e. E.S.P., premonition, reincarnation and mental telepathy. It is the closest to proof to be found.

If you have guessed that all this is an opening to something you are right; I am going to ask you to consider the outcome if a leading political power could harness this ability and indoctrinate it into their way of life.

For example, the Russians could "brain-tap" American or Chinese political conferences. They would know exactly what was planned as soon as it was thought of.

It doesn't take much imagination to realize the power this gift could bring the country that perfected controlled use of E.S.P.: Not only in politics, but in the realms of medicine, science or space travel. Far-fetched? Maybe.

Or if the Americans leashed this holocaust, they could hunt the Communists at their own game. The possibilities are unlimited, having both good and bad advantages. Of course all this is hypothetical but certainly not impossible.

I am not asking you to paint a big sign in front of your house claiming 'I BELIEVE, I BELIEVE IN E.S.P.' but I am asking you to reflect for a moment before you cry "Ridiculous! Outrageous! Impossible! You could be echoing the very words of the cynics down through the pages of history.

Bonnie Jewell

## NOTE

GEORGE BROWN COLLEGE CHRISTIAN FELLOWSHIP MEETINGS

EVERY MONDAY 12:00 — 1:00 P.M. PRESENTLY BEING HELD IN THE HEALTH CENTRE.

FOR INFORMATION PLEASE CONTACT NASSAU ST. CAMPUS HEALTH CENTRE 362-3971 LASSAU 130.

(Signed) R. Rule  
Health Centre

## DANCE

ON TUESDAY DECEMBER 8, 1970 8:30 — 12:30 THERE WILL BE A DANCE AT THE KENSINGTON CAMPUS. ADMISSION \$1.00 SPONSORED BY ATHLETIC DEPARTMENT.

GROUPS  
THE MARBLE ARTS  
THE KNIGHTS  
STUDENTS AND TEACHERS WELCOME

50 CENTS  
TABLE TENNIS TOURNAMENT  
PING PONG  
ORGANIZED BY N.A.S.A.

WHEN  
WHERE  
Nassau Gym 3:30 P.M. To Finish

PRIZES  
Prizes Awarded To 4th Place

WHERE TO SIGN UP  
Nassau Gym During School Hours  
Entrance Fee is 50 Cents A Head.

WHO CAN PLAY

Any G.B.C. Student or Staff Member, Everybody Welcome. Come and Have Fun. All Games Play Under Referee Appointed by N.A.S.A. Who's Decision is Final. Nassau Assoc. Of Student Activities.

# SPORTS

## CAN RALLYING BE FUN?

by Ron Lessley

Sports! Sports! no such thing exists at G.B.C. I guess it doesn't matter anyway, nothing else ever matters around the "Hall of Famed Institution." It has been said that one super type athlete does more for a college than three geniuses. Poppycock, you say, maybe so. Is that the reasoning behind Mr. Lloyds thinking: In a brief prepared by Ron Lessley in 1968 concerning Manpower and apprentice fees he stated George Brown College has the respect and admiration of all the C.A.A.T.'s in the province, for our social-athletic programs. The Huskies never let Ron down on that statement going out on to the soccer fields, ice rinks, volleyball courts and every other varsity type game and winning. Winning wasn't the only thing they did while attending matches elsewhere in the province, they sold

our image.

Up to this year George Brown was considered the leader amongst community colleges in everything. Being the largest college of this type in the World we have to take the first steps. Lately this college isn't crawling properly let alone trying to walk.

The Huskies displayed a fine show last year with their soccer team. They won the cup but were disqualified. Again this year the only game they lost was against Mohawk this game was unfortunately the most important. With this kind of a record George Brown can't afford NOT to have a team.

Come on George Brown get together, stand up to the people who dictate THEIR policy to you. We need strong voices not rumbles from the 'Shit House Politicians.'

It was a really encouraging. Here we were at Conestoga College ready to start their November Novice Rally, and it was snowing. I had the misfortune to be car number 1, so at 1:01 p.m. I took off, and promptly got lost.

The roads were really great. The first snow of the season was falling, which turned the roads into river beds. I knew I was lost when I found a paved road. Trying to keep the slush and muck off my windshield while attempting to read my odometer kept me busy for some time.

I suddenly realized that an instruction to proceed another 16.3 miles and turn right was idiotic. I stopped to find out what the hell my navigator (Shirley, my wife) and passenger (Jake, a buddy) were trying to hand me. I immediately discovered that all mileages shown on the instructions were accumulative rather than the way I was receiving them (non-accumulative). After going on at length about my navigator's stupidity — my wife's excuse was that the rally master at the briefing stated that all mileages were non-accumulative and she naively believed him — I panicked.

Where the hell was I? Axle deep in mud, car covered with mud and

snow. I tried to get a bearing. Found a quick check, I found out I had covered something like 38 miles without hitting a check-point when the entire section was no longer than 23 miles. That made me feel a whole lot better.

Making a firm decision, I immediately decided to rush blindly all over the country-side. Lo and behold we passed another rally entry going the other way. Both cars stopped.

After extensive consultation with the other driver — it turned out he was car number 3 — it came to light that we were both hopelessly lost. This information seemed to give both crews a great deal more confidence.

Now, we knew where we weren't. Making another firm decision, we decided to panic, literally. We figured the best idea would be to open a couple of beers.

Refreshed, we went on to the "panic point" (a place in a rally where, if a crew is hopelessly lost, they can use as a starting point and, at least, finish the rally). So, with hilarity restored (my wife was speaking to me again), we were bumping along when we ran into a check-point.

Self-confidence immediately took a turn for the worst. Not only did we finally hit some sort of a check-point, but we found

out that it was the wrong one. Hell, it was even the wrong rally. It seems that the University of Toronto and Waterloo were both having rallies in the same vicinity that day. We didn't let a small problem like that shake us after all we've been through. We laughed it off (ha-ha).

In the meantime, we got to wondering about the SAC Volkswagen bus, piloted by Pete Hood (Teraulay) and navigated by Bill Ekkins. It had a full contingent of passengers aboard, and we hadn't see hide nor hair of them. They were car 11. We got to wondering if we'd ever see them again. We got to wondering if we'd ever see anyone again.

We did finally catch a glimpse of the VW parked on the soft-shoulder away down the highway on our way to the panic-point. Presumably they were trying to figure out where they were. At least they were alive.

We reached the panic-point without further incident and finished the last section of the rally in grand style.

Officially we placed 11. Car 3 — the one we were consulting with managed 10th place. The VW finished 15th. There were 17 cars entered but 2 cars never did finish — presumably they're still out there somewhere.

Fun? Sure. Congratulations are in order for Frank Atkinson and Ron Sinclair of Conestoga for winning in a Datsun. A third entry from GBC, Dale Levy and John Keys placed 13 in an Envoy. Congratulations go to them for finishing. After checking the standing and getting our "prizes" from the Labatt's representative (bottle openers) we joined some Conestogians for dinner and beer at Pleasure Lodge just south of Kitchener. A great way to end the day.

I still wonder if I'll ever get the mud and grime off my car.

The next community college sponsored rally is at Sir Sanford Fleming College (Peterborough) on November 29, first car off at 10:30 (sic). It should be fun arriving Saturday night and spending the time carousing in Peterborough, staying overnight to be fresh and alert for the early morning start. Entry fee is \$3 for this 100 mile event.

For local rallies consult the Globe & Mail's classified ads under Sports Car Calendar. This feature will give you the dates and times for all local rallies.

If any George Brownians are interested in joining a GBC Rally Club, give me a call at 920-5530.

### I'M FOR SPORTS

I, as a student of George Brown College, Campus wish to express my dissent of the policies now being imposed on George Brown College Students regarding Varsity sports being discontinued (i.e.: basketball, hockey, soccer and volleyball).

Signed .....

Class .....

SEND TO THE GLOBE ROOM 409  
TERAULAY CAMPUS

## G.B.C. HUSKIES 1970, A THING OF YESTERDAY BECAUSE NO MORE SPORTS AT GEORGE BROWN COLLEGE

